

Diversity and Inclusion in Quality Patient Care

Marcus L. Martin
Sheryl L. Heron
Lisa Moreno-Walton
Anna Walker Jones
Editors



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Preface

Diversity and Inclusion in Quality Patient Care takes into consideration our multi-cultural society and the differences among patients. Above all, the book recognizes the influence of culture and the sensitive approach providers must take in delivering health care to the diverse groups they will encounter. As the population's demographics continue to change demographically, doctors, nurses, and other care providers will have to make quick decisions and provide appropriate treatment that patients of diverse backgrounds can respond to and understand.

The Monograph on Cultural Competency (editors Heron, Martin, Kazzi; <http://www.med-ed.virginia.edu/courses/culture/>), created in 2005 in partnership with the Council of Residency Directors (CORD) in Emergency Medicine and the Society for Academic Emergency Medicine's (SAEM) Diversity Interest Group (DIG), served as the framework for this book. Our authors have extensive backgrounds in emergency medicine, both in clinical and academic settings. Many of the contributing authors are members of the SAEM Academy for Diversity and Inclusion in Emergency Medicine (ADIEM), which was established in 2012. Three of the editors, Drs. Martin, Heron, and Moreno-Walton, are founding members of ADIEM and have served in key leadership positions on the ADIEM executive board. ADIEM members are committed to promoting diversity and inclusion in the emergency medicine (EM) professional workforce at all levels, furthering culturally competent delivery of emergency medical services, and eliminating healthcare disparities through research, education, and mentorship.

A growing body of research shows that a diverse workforce is more capable of relating to patients, detecting and addressing health disparities, and overcoming the challenges that face health care. We believe diversity and excellence are of equal importance, and that our healthcare workforce can't be excellent *without* diversity. Diversity accelerates our delivery of quality care to all people.

Failure to incorporate culture into the medical decision-making process can lead to misdiagnoses when prevalence of conditions among various cultural groups is not considered. This is evident when traditional remedies, understanding of illness and wellness, family dynamics, and neighborhood characteristics are not taken into account during the assessment and diagnostic phases of the physician-patient relationship.

In order to provide culturally appropriate care, healthcare providers must recognize the factors impeding cultural awareness, seek to understand the biases and traditions in medical education potentially fueling this phenomenon, and create a healthcare community open to individuals regardless of race, culture, sexual orientation, and religion and all things unique to each person. Clarity and understanding of these factors would lead to better communication of ideas and information between patients and their healthcare providers.

Included in the 33 chapters are teaching cases that provide real-life scenarios of various cultural groups who have presented to the emergency department. While these cases are representative, they are not exhaustive. They are presented in a similar format, highlighting attitudes and assumptions for the physician and for the patient and featuring appropriate Emergency Medicine Milestones that can serve as a useful guide in various educational settings.

Contributors to this book have a common hope of eliminating healthcare disparities and inequities and ensuring the delivery of culturally competent care. We realize that a curriculum on diversity and inclusion in quality patient care cannot be a “one size fits all” for every medical school, nursing school, residency, and physician assistant (PA) or nurse practitioner (NP) program. Therefore, we recommend that healthcare educators utilize this book as a resource to extract educational material specific for their programmatic and teaching needs.

We thank the many authors for their contributions. We also thank Leslie U. Walker and the staff of the University of Virginia Office for Diversity and Equity for their contributions in preparing this book.

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Acknowledgements

It is our hope that Diversity and Inclusion in Quality Patient Care will serve many healthcare providers, educators, and learners who will utilize the material.

The support of the University of Virginia Office for Diversity and Equity (UVa ODE) was invaluable in the development of this book and is much appreciated.

We acknowledge the hard work of Leslie U. Walker, research administrative assistant for UVa ODE, for her communication with the authors and publisher and for her keen editorial eye in reviewing this book.

Diversity and Inclusion in Quality Patient Care would not be possible without the strong contributions of the many authors who are dedicated to providing culturally competent care.

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Editor Biographies

Marcus L. Martin, M.D. Dr. Marcus L. Martin is professor and past chair of the department of Emergency Medicine at the University of Virginia (UVa). He held the chair position from July 1996 to December 2006. Dr. Martin's emergency medicine responsibilities included the adult and pediatric emergency departments, chest pain unit, express care, Pegasus air ambulance, the Blue Ridge Poison Center, paramedic training program, emergency medicine residency program, and several emergency medicine fellowship programs. During his tenure at UVa, Dr. Martin served as assistant dean of the School of Medicine, assistant vice president for Diversity and Equity and associate vice president for Diversity and Equity, interim vice president and chief officer for Diversity and Equity, and, in 2011, appointed vice president and chief officer for Diversity and Equity. Dr. Martin is the principal investigator of the Virginia-North Carolina Alliance, a National Science Foundation-funded Louis Stokes Alliance for Minority Participation (LSAMP) program. He is the founder of Emergency Medicine Center for Education Research and Technology (EMCERT) and initiated the medical simulation program at the University of Virginia School of Medicine.

He earned his Bachelor of Science degrees in Pulp and Paper Technology (1970) and Chemical Engineering (1971) from North Carolina State University and was employed as a production chemical engineer at WESTVACO in Covington, Virginia. A member of the charter class of Eastern Virginia Medical School and the first African American graduate, he earned his medical degree in 1976.

Dr. Martin was commissioned by the US Public Health Service and later served as general medical officer at the Gallup Indian Medical Center in New Mexico. He completed emergency medicine residency training at the University of Cincinnati in 1981 and held a series of staff and administrative/teaching posts at Allegheny General Hospital in Pittsburgh.

He was a board member for 12 years and past president of the Society for Academic Emergency Medicine (SAEM). He is past president of the Council of Emergency Medicine Residency Directors. He is the recipient of the 2008 SAEM Diversity Interest Group Leadership Award, named the Marcus L. Martin, MD Leadership Award in his honor.

Sheryl L. Heron, M.D., M.P.H. Dr. Sheryl L. Heron is professor and vice chair of Administrative Affairs in the department of Emergency Medicine, the assistant dean for Medical Education and Student Affairs on the Grady Campus, and associate director of education and training for the Center for Injury Control at Emory University.

She attended Howard University College of Medicine and completed her emergency medicine residency training at Martin Luther King/Charles Drew Medical Center in 1996. Dr. Heron has lectured extensively on the medical response to Intimate Partner Violence, as well as Wellness/Work-Life Balance and Diversity/Disparate Care in Emergency Medicine.

She has received several awards including the 2011 Women's Resource Center's Champions for Change, Partnership against Domestic Violence's HOPE Award, the Woman in Medicine Award from the Council of Concerned Women of the National Medical Association, and the Gender Justice Award from the Commission on Family Violence and was named a hero of Emergency Medicine by the American College of Emergency Physicians.

Dr. Heron served as chair of the National Medical Association's Emergency Medicine section where she mentored several faculty, residents, and students in their career path within Emergency Medicine. Dr. Heron is the first recipient of the Marcus L. Martin, MD Leadership Award, presented during the SAEM annual meeting in Atlanta in 2009, and served as the inaugural president of the Academy for Diversity and Inclusion in Emergency Medicine (ADIEM) of SAEM.

Lisa Moreno-Walton, M.D., M.S., M.S.C.R. Dr. Lisa Moreno-Walton is the Nicolas Bazan Professor of Emergency Medicine, Department of Medicine, Section of Emergency Medicine, in the School of Medicine at Louisiana State University Health Sciences Center-New Orleans (LSUHSC-NO) and a member of the Board of Directors of American Academy of Emergency Medicine.

Dr. Moreno-Walton's academic and professional appointments are numerous. Along with her appointment as a full professor, she serves as Director, Division of Research, and Director of Diversity for the Section of Emergency Medicine at LSUHSC-NO, where she also directs the HIV and Hepatitis C testing programs. Dr. Moreno holds an academic appointment as clinical associate professor of surgery at Tulane University School of Medicine.

Prior to her appointment at LSUHSC-NO, Dr. Moreno served as a faculty physician in emergency medicine at North Bronx Health Care Network and at the Lincoln Medical and Mental Health Center, both in the Bronx, New York. She is board certified in Emergency Medicine and completed her residency training at the Jacobi-Montefiore program in the Bronx.

Dr. Moreno-Walton is the recipient of numerous teaching awards. She has developed graduate and postgraduate curricula for core content and research in emergency medicine and has mentored over 250 undergraduates and medical students, residents, and junior faculty to successful career development and research productivity.

Dr. Moreno-Walton earned a Master of Science in Clinical Research from Tulane University in June 2011. Since that time, she has been awarded 12 grants to study trauma, HIV, healthcare disparities, and most recently, hepatitis C virus.